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ATTITUDES OF HIGH SCHOOL STUDENTS TOWARD

CERTAIN ASPECTS OF TELEVISION

Report No. 36

of the

Purdue Opinion Panel

Division of Educational Reference

Purdue University

Lafayette, Indiana

July 1953

THE PURDUE OPINION PANEL
Division of Educational Reference
Purdue University
Lafayette, Indiana

Vol. 12

July 1953

No. 4

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CERTAIN ASPECTS OF TELEVISION

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SUMMARY OF MAIN FINDINGS

A survey of a nationwide sample of high school youth, conducted in March, 1953, shows that 85% of the total sample have watched television programs at some time, either in their own homes or in friends' homes. In the week preceding the poll, 60% had viewed television for one hour or more. The most popular programs with all viewers are family comedy programs and mystery or detective stories. The average teen-ager having a television set in the home views television about three hours daily.

Of those students having television in the home, 40% feel that it has interfered with schoolwork; and 32% feel that some television programs are harmful to teen-agers (programs such as those showing "crime or improper behavior"). Of the teen-agers having television in the home, 47% said that they and their families would be willing to pay to see programs if a pay-as-you-see television plan were in operation. Analysis of responses by family income level, parental education, and length of television exposure revealed differences in program preference, willingness to pay, and other feelings about television.

PROCEDURE AND ANALYSIS

The Purdue Opinion Panel consists of a nationwide sample of high school students, grades nine through twelve. The sample in the school year 1952-53 was composed of 9,248 pupils from forty-four schools located in twenty-seven states. For purposes of analysis, a sample of 3,000 pupils is selected from the total group; this sample is selected so as to make it more representative, by stratifying on a number of characteristics. The selection procedure and the composition of the sample is fully described in the appendix to this report.

The procedure in polling the high school sample may be described briefly as follows. The questions are developed and carefully worded so that even the

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youngest pupils or the slowest readers may understand them. To determine whether the questions are understandable, the questionnaire is first given a preliminary try-out in a nearby rural high school. Pupils are given the opportunity to indicate, anonymously, any difficulties they encounter or any questions that they do not understand. After the administration of the poll, the questionnaire is discussed with the pre-test group, as it is called; and the pupils may raise additional questions about the poll. Following the pre-test, questions are revised where necessary. The final form of the questionnaire is then sent to the schools participating in the nationwide sample. Pupils respond to the questions using International Business Machines (IBM) mark-sensing cards, on which the pupils anonymously mark their answers. The IBM cards used for responding are returned by the school administrators to Purdue University, where the returns can be quickly analysed using IBM equipment.

ANALYSIS OF RESULTS

In the findings of the poll which are to be presented, it is of interest to note not only the percentages of the total sample who choose each answer, but also to determine how these responses are related to characteristics of the individuals replying. Among the characteristics of the pupils included in this analysis are kind of exposure to television (whether in the pupil's own home, the homes of others, or none), average time spent watching TV, and kind of home background as measured by family income and mother's education. The measure of "Functional Income" is based upon reported features of the home: presence of an electric or gas refrigerator, vacuum cleaner, number of automobiles, automatic dishwasher, part-time or full-time servants, and whether the child has had private paid lessons in art, dancing, music, or drama. This index is obviously concerned with how income is spent and measures only indirectly the actual family income. Previous studies have demonstrated that the scale is very reliable and correlates highly with other measures of socioeconomic status.

Another important variable in the home environment is parental education. The level of parental education has been found to be a good index of a teenager's home environment, especially with regard to certain "cultural" aspects of the home, such as number of books in the home and kinds of interests expressed by the pupil. The best single index to these aspects of the home environment has been found to be the amount of education received by the mother. Part of our analysis will be concerned with the relationship of such characteristics to the attitudes toward television.

How Much Do Teen-agers Watch TV?

Of the national sample of 3,000 pupils used in this analysis, 76% said that television programs could be received in the area in which they lived, while 24% reported poor reception or no close stations. Of the total group, 63% of the pupils watched television in their own home; 22% occasionally viewed TV in the homes of friends or relatives; and 15% had no opportunity to see TV.

The pupils were asked how many hours each day, on the average, they had watched TV during the week preceding the poll (March, 1953). Table 1 presents

the percentages responding to each reply, with the columns showing the responses for the total group, those having television in their homes for more than a year, those having television in their homes for less than a year, and those having no television in their own homes.

Table 1
Length of Time Spent Watching TV,
as Related to Having a Set in the Home

Average number of hours daily viewing	Total Sample	Had TV more than a year	Had TV less than a year	Have no TV set
Less than one hour	40%	14%	16%	71%
One to two hours	21%	29%	27%	13%
Three to four hours	19%	28%	27%	9%
Five to six hours	8%	12%	14%	3%
More than six hours	12%	17%	16%	4%

From this table, it is apparent that there are no significant differences in length of time spent viewing TV between those persons who have had TV in their homes for more than a year and the group that has had TV for less than a year. The differences in percentages are so small that they might have occurred by chance (sampling errors).

We may determine from these figures that the average teenager having a television set in his home views TV about three hours daily. (i.e., the median number of hours spent watching TV by this group is about three hours daily).

When we consider the hours spent viewing TV by those from homes in which there are TV sets, we find an interesting relationship between hours watching TV and mother's education. Table 2 shows this relationship.

Table 2
Hours Spent Watching TV on an Average Day
as Related to Mother's Education, for Set Owners Only

Average daily TV viewing	Grade School	MOTHER'S EDUCATION	
		High School	College
Less than one hour	11%	16%	22%
One to two hours	26%	30%	33%
Three to four hours	28%	27%	27%
Five to six hours	14%	12%	7%
More than six hours	21%	15%	11%

Thus we see that pupils from homes in which the mother reached a higher level of education spend less time each day viewing television programs. A similar relationship exists between hours viewing and family income; pupils from homes of higher socio-economic status report fewer hours spent watching

TV as compared with those of lower socio-economic status. In the low income group having TV sets in the home, 10% watch TV less than one hour per typical day, compared with 20% in the high income group who view TV less than one hour daily. The percentage viewing TV five or more hours daily is 33% for the low income group; 24% in the high income group. There are no significant differences between boys and girls in the number of hours spent viewing TV each day.

As we should expect, whether a family has a TV receiver in the home is related to family income (as measured by the House-Home Scale). In this sample, only 26% of the low income group has a television set in the home, compared with 64% in the middle income group and 72% of the high income group. This relationship between income and ownership of TV means that our analysis of program preferences and other attitudes toward TV must take into account such differences. For example, if we wish to compare program preferences of the high income group with those of the low income group, we should find that more of the former group watch a given type of program simply because more of that group watch TV. In the analysis to be reported, we have "controlled" TV exposure (both set ownership and hours spent watching TV) so as to isolate the differences in attitudes related to income level. Similarly, mother's education is related to set ownership, so in order to isolate the relationship of mother's education and other variables or attitudes, we have controlled TV exposure in making these comparisons. Thus we compare low income groups who have TV with high income group who have TV, rather than disregard the difference in extent of set ownership.

Do Pupils Feel that TV Interferes with Schoolwork?

Many contemporary critics have voiced concern about the possible effects of TV upon pupils' education, but few persons have asked how the pupils themselves feel about the question. The high school pupils were asked whether they feel that watching TV interferes with their schoolwork (not at all, somewhat, or very much). Figure 1 shows the response as related to hours spent watching TV and set ownership. In this figure, the number saying TV interferes "somewhat and the number responding "very much" have been combined for greater reliability, giving a single percentage in each case for those who say watching TV does interfere with schoolwork.

Little difference is found between the two groups that have TV in their homes, but it is clear that those who have no TV in their homes(and watch TV elsewhere) less frequently report that TV has interfered with their schoolwork. Figure 1 also brings out the fact that the groups who watch TV from one to four hours per average day contain the largest proportion of pupils who report that television has a detrimental effect on schoolwork. While those who spend five or more hours per day watching TV in their homes also show a relatively high incidence (40%) of admitted interference with schoolwork, they are apparently not quite as concerned with this problem as are their schoolmates with more moderate viewing habits. Possibly the more extreme viewers are deceiving themselves when they say that their time-consuming TV habits do not interfere with their schoolwork; those who spend less time viewing TV may do so because of their greater interest in or concern with schoolwork.

Figure 2 compares responses to the same question by pupils whose mothers reached different educational levels. Again, set ownership is controlled so that the relationship between mother's education and responses to this question may be observed. As before, the group coming from homes in which a TV set is

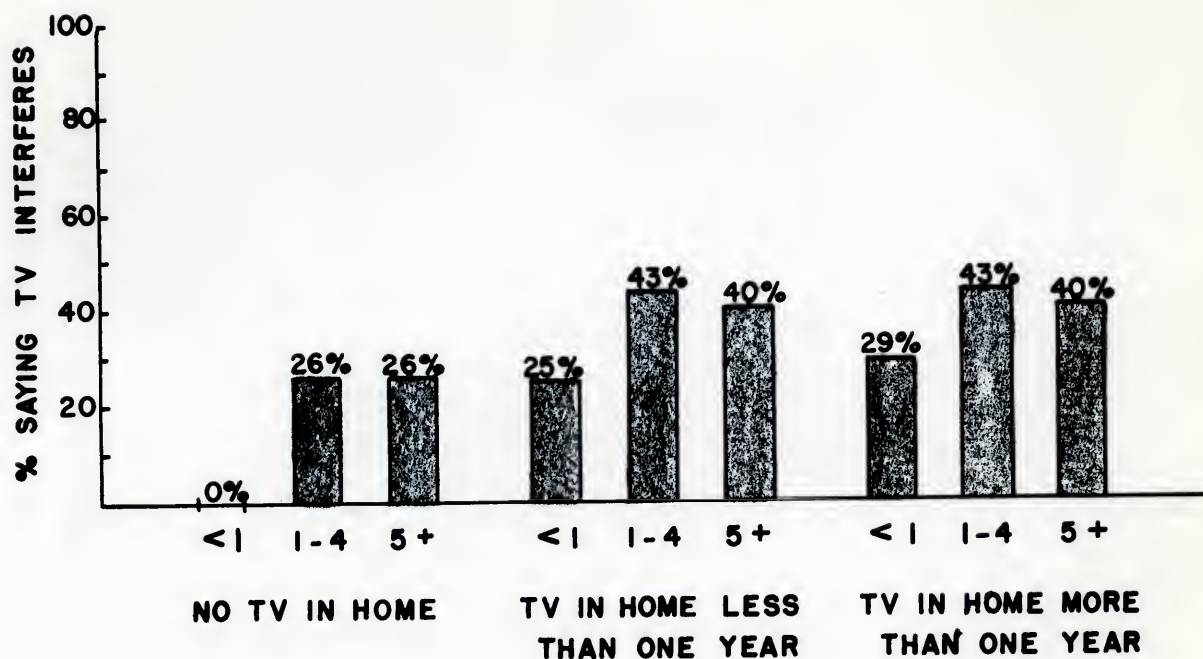


Figure 1. Per Cent saying TV interferes with schoolwork, as related to hours spent watching TV; ownership of TV controlled.

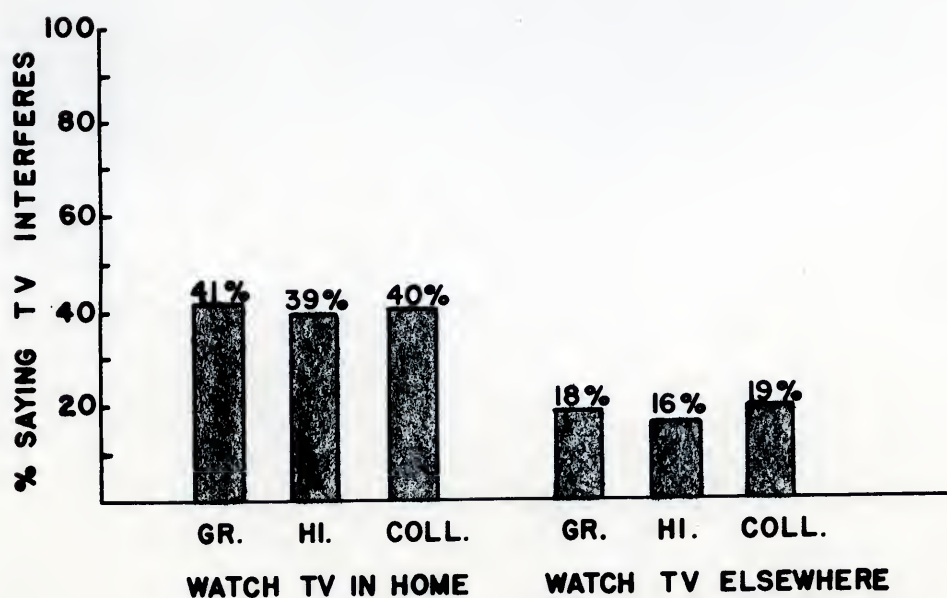


Figure 2. Per Cent saying TV interferes with schoolwork, as related to mother's education; ownership of TV controlled.

present reports more conflict between TV and schoolwork than does the group that watches TV outside of the home. It is interesting to note that there are no significant differences within these groups among those whose mothers have had a college, a high school, or a grade school education. As we have already seen, however, there are significant differences among these groups in the number of hours spent viewing television.

Do TV Programs Show Too Much "Crime and Improper Behavior"?

Another point which critics frequently make against television is that too many programs show things that young people shouldn't see, such as crime and "improper behavior". The teen-agers in our sample were asked whether they felt such programs to be not harmful, somewhat harmful, or very harmful to people their age. Of the total sample, 6% believe that such programs are very harmful; 26% say that such programs are somewhat harmful; 61% respond that these programs are not harmful; and 7% have no opinion.

Let us see whether exposure to TV has any relationship with these feelings about "improper behavior" being shown on the programs. Table 3 shows the percentage choosing each response according to whether the pupils watch TV in their own homes, watch TV elsewhere, or do not have the opportunity to view TV.

Table 3
Relationship between Exposure to TV and Feelings
about Harmful Programs being Shown

Response	Watch TV in Home	Watch TV Elsewhere	Do not Watch TV
"Such programs are very harmful"	5%	8%	11%
"Such programs are somewhat harmful"	27%	27%	33%
"Such programs are not harmful"	68%	65%	56%

Obviously, a relationship exists; a greater proportion of those having TV in the home say that the programs are not harmful to teenagers, as compared with fewer among those who watch TV elsewhere, and even less among those who have not been exposed to TV. However, it is impossible to determine, from these data, how any cause-and-effect operates. Do those persons who have TV in the home believe the programs are not harmful because they have a set and watch the programs, or do they have a set and watch the programs because they and their families believe the programs are not harmful? It is likely that both factors are operating to a certain extent. That is, there is a "selective process", by which those persons who like the programs now offered, and do not object to them as harmful for children, are more likely to buy a TV set. And

at the same time, those persons owning sets are more likely to become adapted to the programs offered.

When we look at the relationship between feelings that some TV programs are harmful to youth and the family income level, we find that the high income families that do not have TV are the most critical of all groups. A greater proportion of this group believes that such programs showing "crime and improper behavior" are harmful to youth. Table 4 shows this relationship, with those responding "very harmful" and "somewhat harmful" combined into one group for greater reliability.

Table 4
Family Income as Related to Feelings that Some TV
Programs are Harmful to Youth (with TV Exposure Controlled)

Income Group	<u>SET IN HOME</u>			<u>WATCH ELSEWHERE</u>			<u>DO NOT WATCH</u>		
	Low	Mid	High	Low	Mid	High	Low	Mid	High
"Harmful"	33%	32%	30%	32%	37%	51%	42%	47%	55%
"Not Harmful"	67%	68%	70%	68%	63%	49%	58%	53%	45%

Note that for those having a TV set in the home, there are not significant differences among income groups with regard to the feeling that programs showing "crime and improper behavior" are harmful to teenagers. For persons not having a set in the home, the attitude is clearly related to family income. These facts would tend to support the idea that a "selective factor" in the purchase of TV sets is operating. Families in the high income group who do not have TV in the home are most critical of the programs, yet this group is presumably more able to purchase a set than the lower income groups. Thus it seems that families who feel that TV programs are harmful to youth are less likely to buy a TV set.

We may also note that those persons who most frequently believe that TV programs are harmful to youth are likely to spend fewer hours watching television. Of those persons who watch TV less than one hour on a typical day, 38% say that such programs are harmful. Of those who watch one to four hours daily, 34% believe that such programs are harmful; and in the group which views five or more hours each day, only 29% respond that the programs are harmful to youth.

To what extent are TV habits related to movie attendance? As we should expect, those persons from homes in which a TV set is present attend movies less frequently than do those not having TV. The proportion of pupils attending movies once a week or more, on the average, is 50% of those not having TV in the home; 32% of those who have had TV in the home for less than a year; and 28% of those who have had TV in the home for more than a year.

The relationship between movie attendance and hours spent viewing TV is not as straightforward. Of all persons who watch TV less than one hour on a typical day, 44% attend movies at least once a week. Of those who watch TV from one to four hours daily, 28% attend movies at least once a week. But of

those who watch TV five or more hours on a typical day, 39% attend movies at least once a week. We see that movie attendance decreases with an increase in TV viewing, but only up to an intermediate point. Beyond that, as the number of hours spent viewing TV become more extreme, the frequency of movie attendance again increases. Several possible explanations for this phenomenon might be given. There may be a certain "personality type" which leans heavily toward visual entertainment; this kind of personality would be in the extreme group of both TV and movie fans. Perhaps the visual entertainment offered by both media represent an escape mechanism for this type of individual; he spends nearly every available hour at one or the other kind of entertainment. Or, the individual may lack the opportunity for other kinds of activity, and finds movies or TV nearly the only kind of recreation available to him. (This again might represent an escape for the individual). A second factor may enter into the explanation of these phenomena: people who live in urban areas have better TV reception than do persons in the rural areas, and would be more likely to spend greater time watching their TV sets. At the same time, urban TV fans are more conveniently located with respect to movie theatres than are rural dwellers. Thus, the relationship between hours spent watching TV and frequency of movie attendance may be partly explained by differences in residence.

Figure 3 presents the analysis of movie attendance as related to hours spent watching TV, with set ownership controlled. The relationship may be more clearly seen in the graph.

You will recall that we found that persons whose mothers had attended college spent less time, on the average, viewing TV. We also find this same group, those whose mothers reached college, attending movies less frequently than do pupils whose mothers reached lower educational levels. Among those pupils having TV in the home, the proportion attending movies once a week or more are:

Pupils whose mothers attended college	23%	Attend movies once a week or more
Pupils whose mothers reached only high school	28%	
Pupils whose mothers attended only grade school	32%	

This relationship is probably due to the greater diversity of entertainment available to those from families in which the mother attended college. For example, other studies have established that teen-agers from such families do more reading.

Figure 4 shows the relationship between movie attendance and family income, with set ownership controlled. Among those pupils with home TV, the lower income group is slightly more inclined to attend movies at least once each week; this relationship may also be due to the greater diversity of entertainment, or wider interests, available to those with higher income. In general, income makes little difference among those who have home TV, with respect to movie attendance. But among those persons who do not have TV in the home, there is a positive relationship between income and movie attendance: the higher the family income, the more frequently the pupils attend movies.

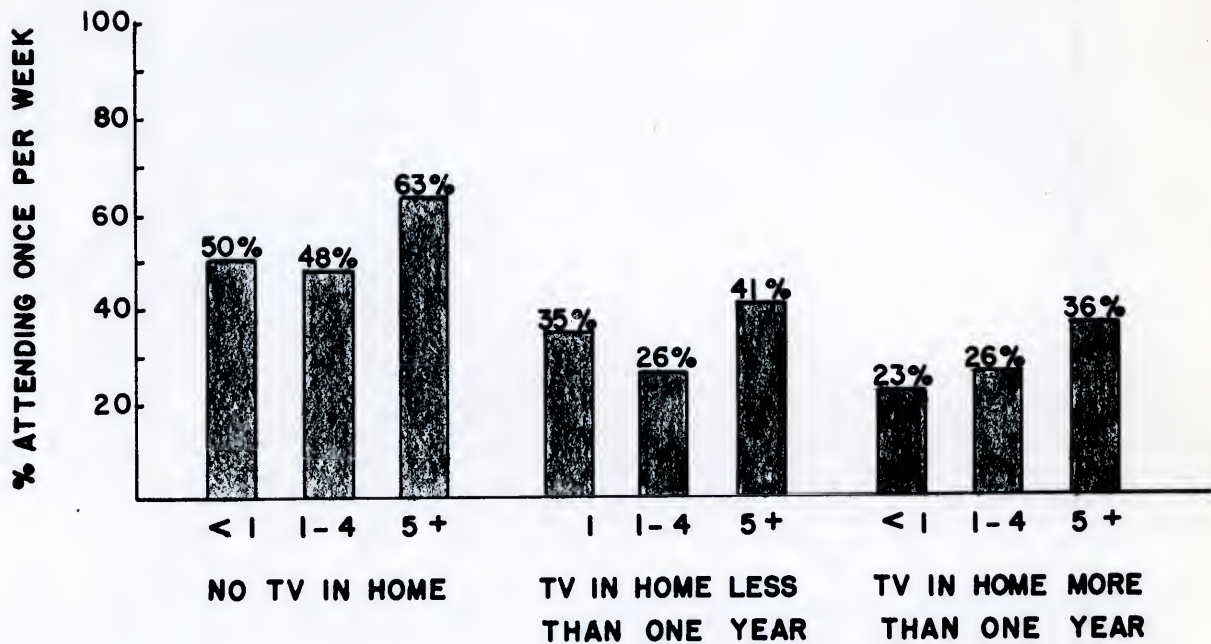


Figure 3. Proportion who attend movies once per week or more, as related to hours spent watching TV; ownership of TV controlled.

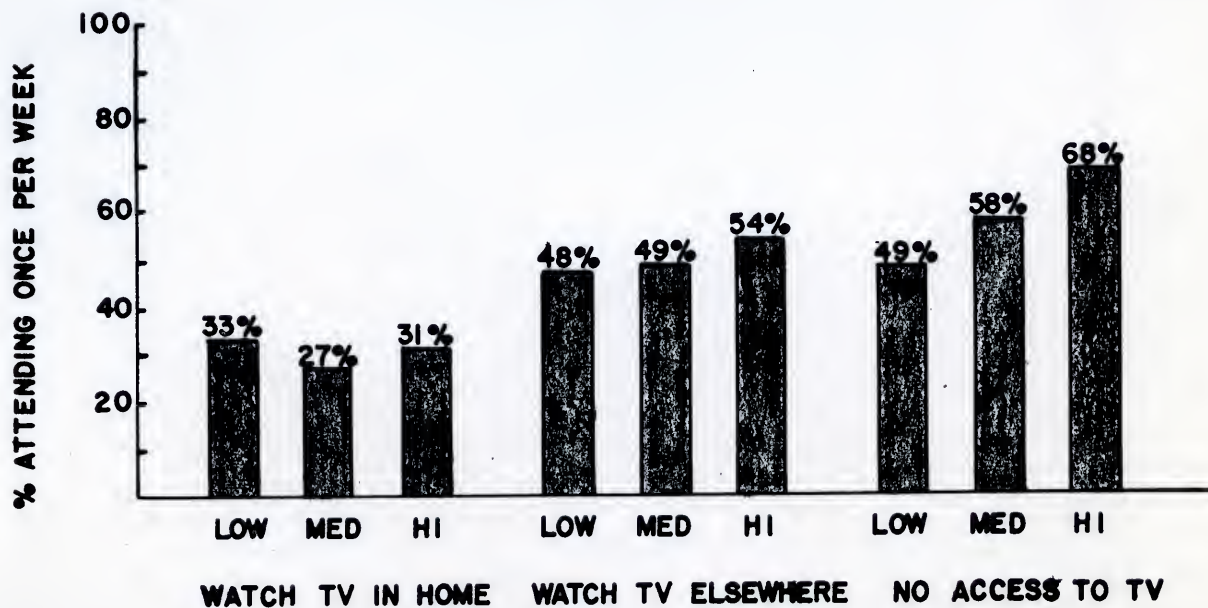


Figure 4. Proportion who attend movies once per week or more, as related to family income level; ownership of TV controlled.

How Do Teen-agers Feel about Subscription Television?

The question as asked of the pupils in the Purdue Opinion Panel is as follows, with the percentages of the total sample choosing each response:

"New, good movies and sports events such as championship fights, football games, etc. are sometimes not televised because it would reduce paid attendance. It has been suggested that such programs might be brought into the home on television, without commercials, if people would pay a special fee to the network. This fee would be a fixed price for the entire family no matter how many people watched the program. Would you and your family be willing to pay to see such programs in your own home if "pay as you see" television were available?"

- | | |
|--|-----|
| (a) No, we would not pay | 53% |
| (b) Yes, the most we would pay is 50¢ per program | 29% |
| (c) Yes, the most we would pay is \$1.00 per program | 13% |
| (d) Yes, the most we would pay is \$2.00 per program (or more) | 5% |

When the responses to this question are analysed by set ownership and hours spent viewing TV each day, we find that those most willing to pay are persons who have had TV in the home for more than a year and who view TV less than one hour on a typical day. These persons are apparently less satisfied with the present programs available. The persons least willing to pay are those who view TV for more than five hours daily; undoubtedly they are most satisfied with the present programs, which are free, and are therefore naturally unwilling to pay for TV. These persons may also be considering how much more it would cost them to continue their present TV habits of many hours daily viewing. The analysis of response by set ownership and hours daily viewing is presented in Figure 5.

When we consider the response of those persons with TV in their homes, we find that about half of this group are willing to pay at least fifty cents for popular TV programs. A recent survey of adult TV owners in the Chicago-Milwaukee area revealed that 65% were willing to pay one dollar to see a championship fight on home television. For the adults responding to the Chicago-Milwaukee survey, we find 15% more of them willing to pay the larger amount, as compared with the teen-agers with home TV who would pay fifty cents; the figure for the adults is about 45% higher than the proportion of teen-agers who would pay the same amount of one dollar. The large differences may be partly explained by the fact that a given amount of money seems "larger" to the teen-ager than to the adult. The fact that the adult poll was a mail survey with only 26% return may also help explain the difference; those returning the post-card in the mail survey may represent a biased sample, to the extent that those interested in seeing the championship fight would be more likely to mail their response.

The differences in willingness to pay as related to family income are as we would expect; the higher the family income, the greater the willingness

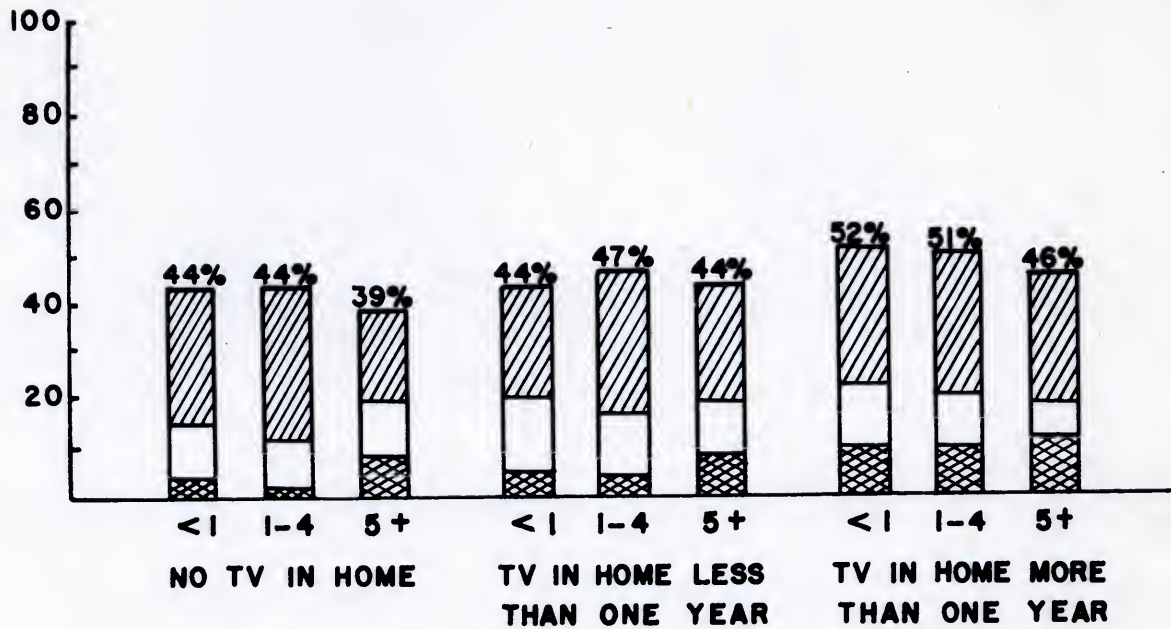


Figure 5. Proportion willing to pay for subscription TV, as related to TV exposure.

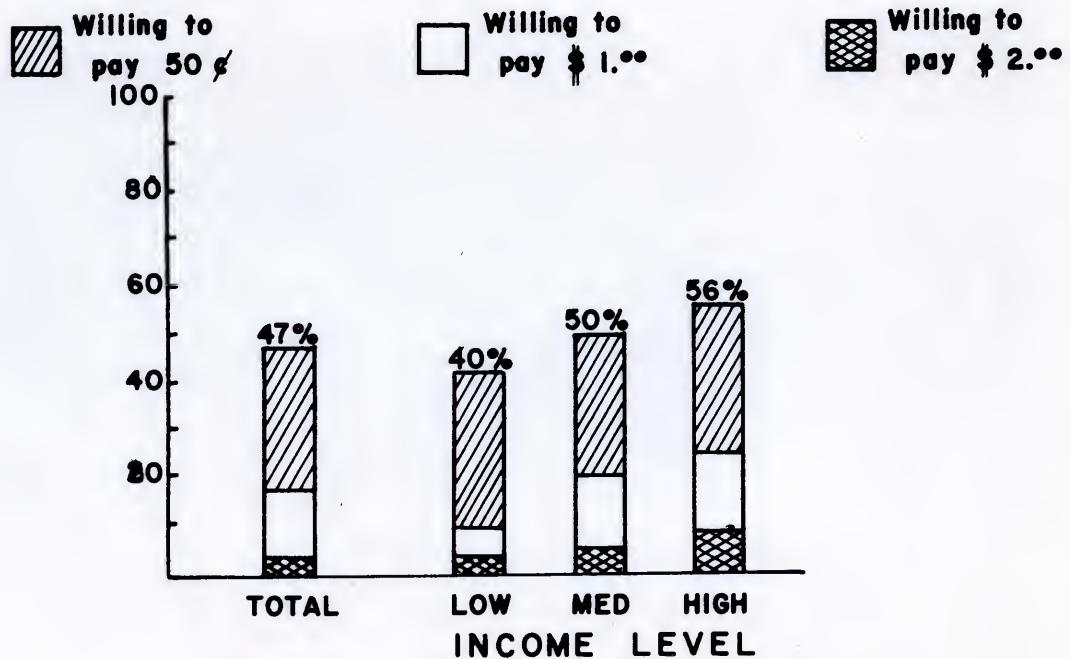


Figure 6. Proportion willing to pay for subscription TV, as related to family income level.

to pay for subscription television. Figure 6 shows the relationship between income and ~~willingness~~ to pay, with the proportion indicated for each specified amount.

Which Programs are Most Popular with Teen-agers?

The relative popularity of each of eight different types of TV programs is shown in Figure 7. The graph indicates the per cent of those persons from homes having TV who report that they would (or do) prefer to watch each of the various types of programs very often. The responses are analysed into three groups according to the average number of hours spent viewing TV on a typical day (less than one hour, one to four hours, or more than four hours).

Figure 8 presents the popularity of these same program types with responses analysed by family income level. From this figure we may observe the different tastes in TV entertainment among the various groups. The differences in program preferences among persons of different levels of family income should be of interest to advertisers, who frequently want to know which kind of program reaches the largest audience of specified buying power and interests .

Since parental education and family income are related, there is overlapping among the groups, and we might expect the responses to be nearly identical. The analysis of program preferences by education of mother revealed this relationship to be true, and the analysis is therefore not included. In general the preferences of youth with college educated mothers coincide closely with the choices of those in the high income group; the responses of those whose mothers reached only grade school are similar to those in the low income level.

In interpreting these program preferences, one should keep in mind that the preferences may have been conditioned by the present programming of TV; persons may say that they most prefer to watch family comedy because they are comparing that type program with others now offered, rather than with what might be offered. For example, mysteries may draw more frequent viewing than opera because the former are more frequently presented.

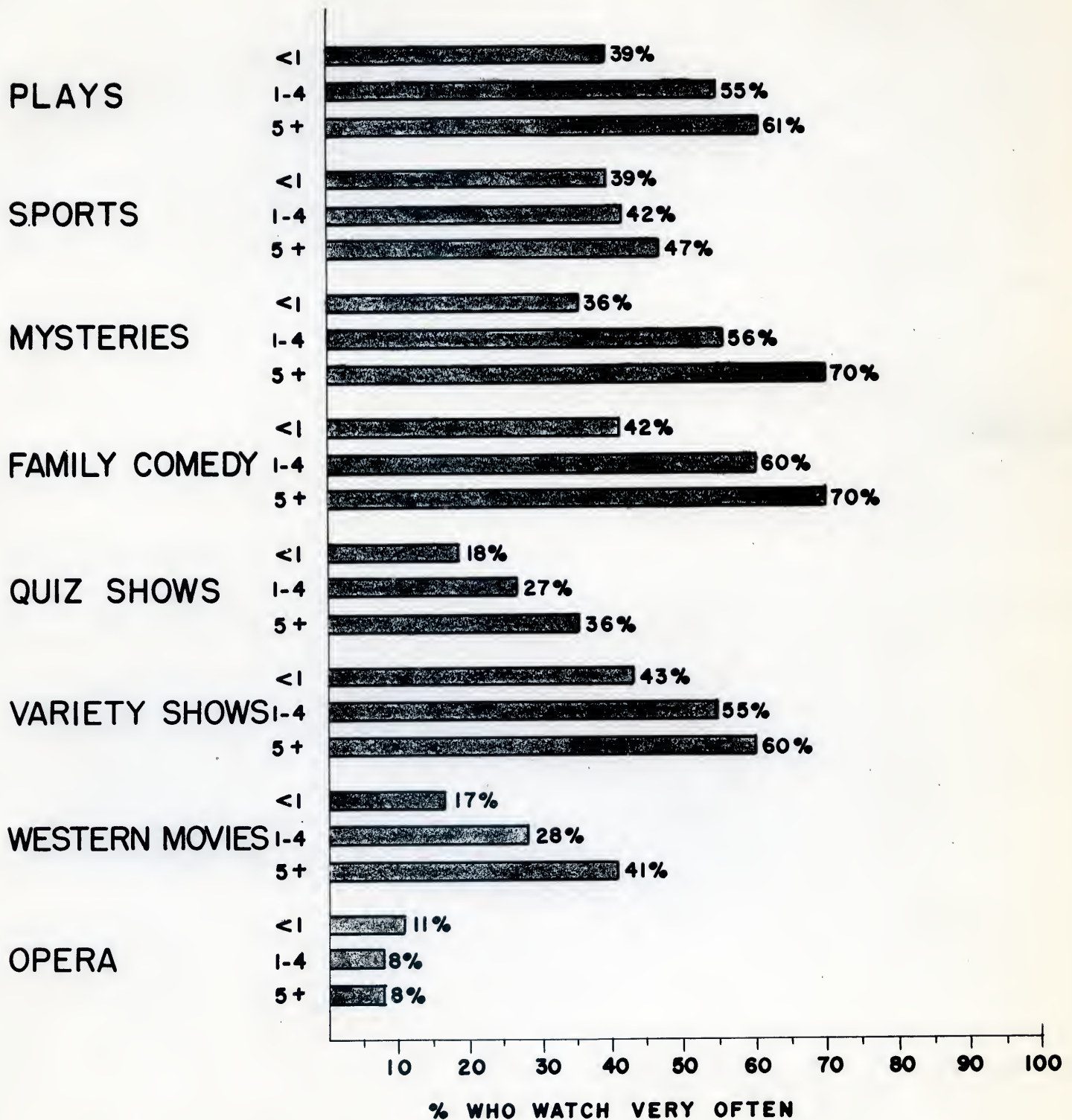


Figure 7. Proportion of those with TV in the home more than one year who most prefer various types of programs; analysis by average number of hours spent viewing TV each day.

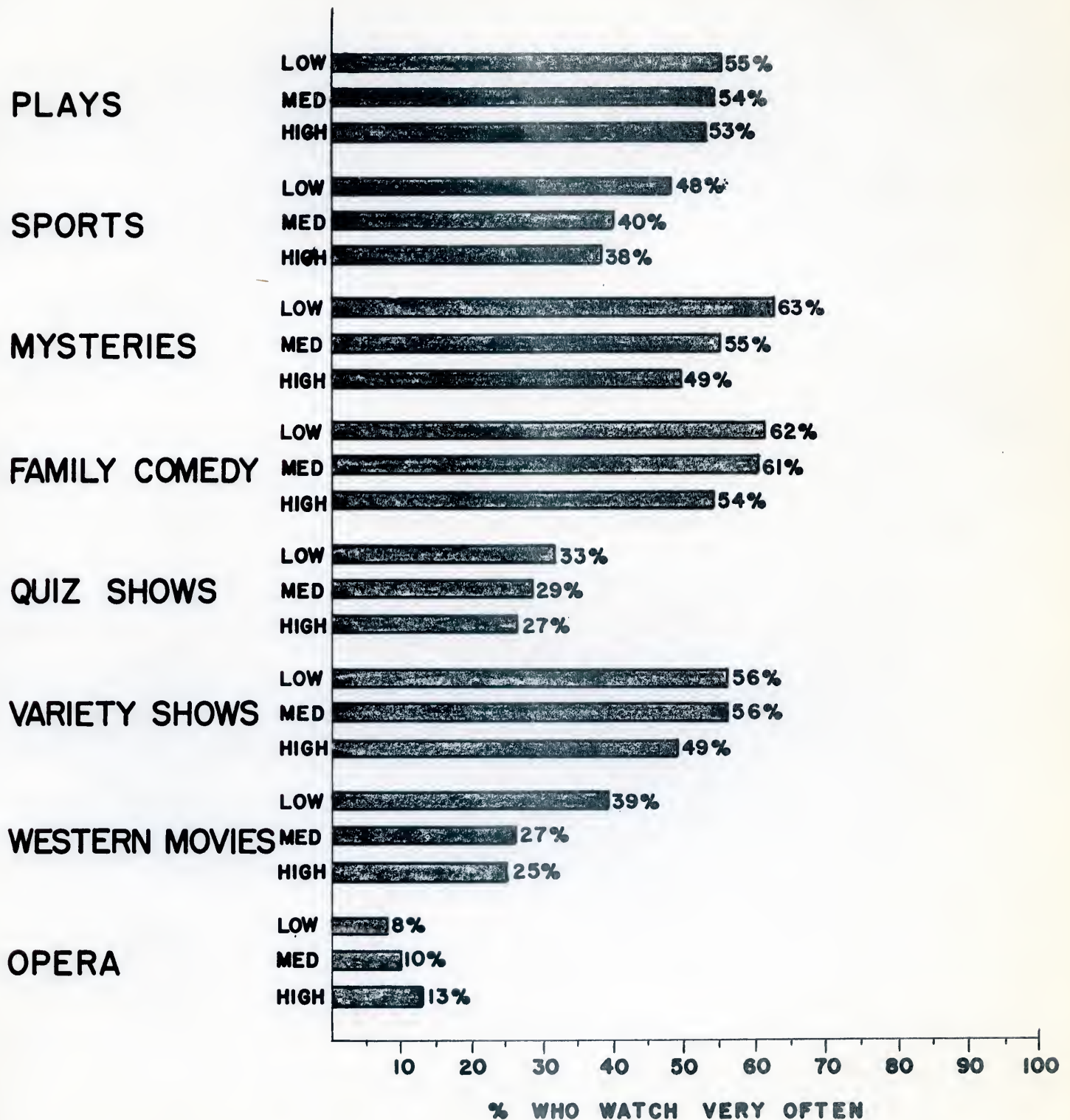


Figure 8. Proportion of those with TV in the home who most prefer various types of TV programs; analysis by family income level.

APPENDIX I

SAMPLING PROCEDURE AND DESCRIPTION OF THE SAMPLE

Of the total of 9,000 pupils responding to the poll, a working sample of 3,000 was selected for the detailed analysis. This working sample is stratified on a number of characteristics to insure its representativeness. In the past, we have found that the total returns are not far from the national teen-age population characteristics with respect to all factors except grade and region of the country. Because absolute control cannot be exercised over how many pupils participate from schools in the various parts of the country, the proportion of the total returns from one region may be different from the proportion of the teen-age population which actually resides in that region. The stratification of the sample corrects any such possible bias.

The working sample of 3,000 is selected so that the proportion of pupils in the sample coming from each region in the country is the same as the proportion in the total population of high school students. For example, in the country as a whole, 28% of the high school students are found in the states defined as the Eastern Region. When the working sample is selected, the analysts include 840 pupils, or exactly 28% of the total working sample of 3,000, from the East. The composition of the sample according to region of the country is thus controlled or stratified; selection of the sample also includes stratification according to grade of school, sex, and rural-urban residence. This procedure makes the sample more representative of the nationwide high school population, and reduces the chance for error in generalizing from the sample.

That the sample thus selected is representative may be demonstrated by the results of the pre-election poll on presidential choice in October 1952. The analysis of that poll (conducted on the same sample as that used in this study) revealed that the proportion preferring Eisenhower was 58.1%, a figure within one-half of one per cent of the actual popular election returns. The results of that poll also revealed the shift in the South and the defection of the Democrats.

From these findings, one may conclude that responses of teen-agers reflect the feelings of their parents very closely, and allow relatively accurate prediction of trends in adult attitudes.

The composition of the sample used in the analysis of this TV poll is described in the following table. Actually, 2,943 cases were used in the analysis for this report; forty-seven cases were dropped from the original working sample because the pupils omitted some of the information necessary for the analysis. Because the forty-seven cases were randomly distributed, and did not come from any one group used in the analysis, their omission will not introduce any significant error into the findings.

Table A

Composition of Stratified-Random Sample of High School Pupils Used in Making the Analysis		
	<u>Number of Pupils</u>	<u>Per Cent</u>
Total	3.000	100%
Boys	1,478	49%
Girls	1,522	51%
9th Graders	870	29%
10th Graders	810	27%
11th Graders	690	23%
12th Graders	630	21%
East	840	28%
Midwest	960	32%
South	750	25%
Mountain-Pacific	450	15%
Rural	1,274	42%
Urban	1,726	58%
<u>TELEVISION EXPOSURE:</u>		
Have set in home	1,878	62%
Have watched only in other homes	682	23%
Have not had the opportunity to watch	440	15%
<u>MOTHERS' EDUCATION</u>		
Grade School	1,433	48%
High School	1,128	38%
College	439	14%
<u>FAMILY INCOME</u>		
Low Income	604	20%
Middle Income	2,110	70%
High Income	286	10%

THE QUESTIONNAIRE

NOTE: "Rural-Urban" as used in this questionnaire is defined for the administrators of the poll in this way: "Rural" residence refers to residence in the open country or in towns of less than 2500 population; "Urban" includes those living in towns of more than 2500 population. However, exceptions are also defined: if the town is less than 2500 in population but is a suburb of a metropolitan center, then we may assume that the pupils are actually "urbanized", and they are classed with the urban dwellers.

The instructions to the pupils as to the method of marking their answers are not included; our purpose here is to present the questions as actually worded for the pupils.

1. I am a
 (a) boy
 (b) girl
2. I am in
 (a) grade 9
 (b) grade 10
 (c) grade 11
 (d) grade 12 or graduated
3. I live in an area which is chiefly
 (the person giving you these sheets
 will tell you which to mark):
 (a) Rural
 (b) Urban
4. HOUSE AND HOME. We have the
 following at our home: (mark with
 an X on this page each item you
 have in your home, then follow
 the directions below).
 ___ a vacuum cleaner
 ___ an electric or gas refrigerator
 ___ a bathtub or shower with running
 water
 ___ an automatic dishwasher
 ___ two automobiles (don't count
 trucks
 ___ part time or full time paid
 help for the home
 ___ I have had paid lessons in
 dancing, drama, expression, art
 or music outside of school.
5. SCHOOLING OF MOTHER. My mother
 (a) did not graduate from high
 school
 (b) graduated from high school but
 did not graduate from college
 (c) graduated from college
6. Can television programs be received
 in the area around your home?
 (a) Yes, reception is good
 (b) Yes, but reception is poor
 (c) No, there are no close stations.
7. Is there a television set in your
 home?
 (a) No
 (b) Yes, we have had one for six
 months or less.
 (c) Yes, we have had one between six
 months and a year
 (d) Yes, we have had one for a
 year or more.
8. Do any of your relatives or friends
 have a television set that you
 may watch whenever you wish?
 (a) Yes
 (b) No

Now count the number of X's that
you have marked above. Locate
that number in the list below.

9. How long each day, on the average, did you watch television during the past week?
- (a) less than one hour
 - (b) One to two hours
 - (c) Three to four hours
 - (d) Five to six hours
 - (e) More than six hours
10. Some people claim that too many television programs show things that young people shouldn't see, such as crime and improper behavior. How do you feel about this?
- (a) Such programs are very harmful to people my age.
 - (b) Such programs are somewhat harmful to people my age.
 - (c) Such programs are not harmful to people my age.
11. How often during the past month did you go to the movies?
- (a) Once a month or less
 - (b) Two or three times a month
 - (c) Once a week
 - (d) Two or three times a week
 - (e) Four or more times a week
12. Do you think that watching television has interfered with your schoolwork?
- (a) Yes, very much
 - (b) Yes, somewhat
 - (c) No
13. New, good movies and sports events such as championship fights, football games, etc. are sometimes not televised because it would reduce paid attendance. It has been suggested that such programs might be brought into the home on television, without commercials, if people would pay a special fee to the network. This fee would be a fixed price for the entire family no matter how many people watched the program. Would you and your family be willing to pay to see such programs in your own home if "pay as you see" television were available?
- (a) no, we would not pay
 - (b) yes, the most we would pay is 50¢ per program
 - (c) yes, the most we would pay is \$1.00 per program
 - (d) yes, the most we would pay is \$2.00 per program (or more).

Which of the following types of program do you enjoy on television? Check how often you would watch each type.

- | | |
|--|--|
| 14. Plays, dramas | (a) Very often (b) Now and then; (c) Never |
| 15. Sports events | (a) Very often (b) Now and then; (c) Never |
| 16. Mystery or detective stories | (a) Very often (b) Now and then; (c) Never |
| 17. Family comedy programs | (a) Very often (b) Now and then; (c) Never |
| 18. Quiz shows, contest programs | (a) Very often (b) Now and then; (c) Never |
| 19. Variety shows (comedians, dancers) | (a) Very often (b) Now and then; (c) Never |
| 20. Western movies | (a) Very often (b) Now and then; (c) Never |
| 21. Opera, symphonic concerts | (a) Very often (b) Now and then; (c) Never |

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."



A collaboration among the Maryland Institute for Technology in the Humanities,
University of Wisconsin-Madison Department of Communication Arts,
and Wisconsin Historical Society.

Supported by a Humanities Collections and Reference Resources grant from
the National Endowment for the Humanities



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